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ABSTRACT

This report, one of two related volumes, is the work of an Illinois task force on school violence and vandalism. It contains detailed recommendations to local districts plus a list and a brief description of resources that they can use to plan programs for reducing school and community violence and vandalism. Specific recommendations discussed include educational programs and student involvement: community, parent, and police involvement: legal alternatives: and design and security measures. Also described are some federal and state programs and publications. (Author/LD)

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TOWARD SAFER SCHOOLS IN ILLINOIS

Volume II: Manual To Reduce School Violence and Vandalism

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SPRINGFIELD
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FOREWORD

School violence and vandalism with their accompanying costs and loss of attention to educational matters are major concerns to the public, community agencies and educators.

Accordingly, in the summer of 1977, an Illinois Task Force on School Violence and Vandalism was formed to function as a state-level advisory group.

Entitled *Toward Safer Schools in Illinois,* the work of the task force has been printed and distributed in two volumes. The first, *The Report of the Task Force on School Violence and Vandalism,* presents the task force's findings regarding the nature and extent of the problem, a summary of its major recommendations to local districts, and recommendations for state-level consideration. The second volume, *A Manual to Reduce School Violence and Vandalism,* contains more detailed and extensive recommendations to local districts, and a listing and brief description of resources which local districts can draw upon in planning and managing programs of reducing school and community violence and vandalism.

The task force had as its objectives the following:

—To examine the major studies and reports on the subject to assess the nature and extent of the problem.

—To consider means to reduce hostility toward people and property through improved educational policy and practice.

—To outline other kinds of action in Illinois to overcome the drain that school violence and vandalism have on our public resources.

—To identify means of greater interagency cooperation to combat violence and vandalism.

—To suggest possible state-level technical assistance and leadership roles for consideration by the Illinois State Board of Education, the State Superintendent of Education, and the Illinois Office of Education.

—To identify some of the major resources local districts can draw upon for assistance.

—To present a report which, following IOE review, would be printed and distributed in order to create a greater awareness of the nature and extent of the problem and of approaches to lessen school violence and vandalism.

The task force members, IOE staff and I know that many of the suggestions in these two publications for local district action are already in effect in a number of schools. The suggestions should be viewed as alternatives for consideration to be applied, modified or rejected based on a local appraisal of the situation. We realize that in many districts crime in the schools is not a major problem. But we also know that in some districts it is a greater problem than many educators are willing to acknowledge or community members realize.

If these publications stimulate people in the various school districts and communities to assess the nature and extent of crime in their schools and to take measures to alleviate violence and vandalism, then they will have achieved one of the task force's primary objectives.

Joseph M. Cronin
Illinois State Superintendent
of Education

CHAPTER ONE

Local Approaches to Deal with School Violence and Vandalism

In the companion volume to this manual, there is a summary of the task force's major recommendation for approaches to alleviate violence and vandalism for local district consideration. In this chapter a more detailed and extensive narrative and recommendations are presented under the following four headings: Educational Programs and Student Involvement; Involvement of the Community, Parents and Police; Legal Alternatives; and Design and Security Measures. In addition an extensive list of recommendations for local consideration from the major Congressional study is presented.

EDUCATIONAL PROGRAMS AND STUDENT INVOLVEMENT

The focus in this section is on educational programs that try to change the behavior of students. These are alternative education and responsibility education. Both have relevance to curtailing student misbehavior and the more serious violence and vandalism. Both programs, more than most, emphasize the active participation of the learner.

Alternative Programs

There are two ways that the concepts and approaches of alternative education can be useful in the context of the problem of school violence and vandalism, according to the final report of the U.S. Senate Subcommittee to Investigate Juvenile Delinquency.[1] First, such programs can be used as alternatives for students who would in the absence of such programs be suspended from school for violations of regulations including acts of violence and vandalism. The objective of such programs is to help the youngster resolve the difficulties he or she is encountering in school and to return eventually to the regular classroom setting.

According to the subcommittee report, programs operating as alternatives to suspension are known by a variety of titles, but generally they should possess the following attributes:

1. a dedicated staff familiar with the problems of disruptive youngsters;
2. a low ratio between the students and adults working in the program;
3. an emphasis on improving basic academic performance;
4. individualized instruction and counseling;
5. involvement of parents;
6. coordination with other social agencies;
7. flexibility (but not laxity) in administrative procedures and organization;
8. a goal of returning the student to the regular school setting.

The second approach is an optional educational setting in which students — and certainly not just disruptive ones — who are unresponsive to or unsuccessful at conventional schooling may pursue a learning model more attuned to their particular needs. Such an approach is not necessarily designed to prepare students to return to the regular classroom. Again the final report of the Senate Subcommittee summarizes well the major elements of this second approach to alternative education:

1. more individualized curriculum;
2. flexibility — to focus on student interest, encourage individualization and to grant credit based on competence and demonstrated experience;
3. a variety of school and community resources to be available for learning experiences, including exposure to other classes and educational institutions, commercial establishments, civic and cultural events and organizations; and interaction with people with whom students would not ordinarily come in contact;
4. the use of a variety of media to encourage student activities;

5. more personalized interaction — providing informal peer and teacher counseling and referral;
6. students sharing in the responsibility and definition of educational goals.

While supporting the approaches listed above, task force members involved with the education program committee put particular emphasis on the following points as local district people consider alternative education programs.

1. Alternatives in educational programming should be well-planned preventive types of programs, not reactions to crisis situations and a "dumping ground" for disruptive students.
2. Alternative programs should be "now" oriented with real life experiences built into the students' role.
3. Schools should encourage flexibility in scheduling to allow students to pursue a topic in depth and should recognize that much learning takes place outside of normal school hours.
4. Constructive alternatives should work toward developing a sense of student "ownership" in the school.
5. Building administrators who assume an "open door policy" — for example, general rap sessions between pupil and principal — are likely to have a better rapport with students and thus build the basis for constructive resolution of conflict through alternative programming rather than having to resort to suspension and expulsion.
6. Alternative programs can include peer counseling to help students learn to relate better to peers and to develop a better self image.
7. Alternative programs should emphasize decision-making skills to allow the student to develop his or her own educational approaches, selecting from several options and pursuing them, even if, in the opinion of adults, not the most appropriate is selected.

This last point in particular underscores the overlap between alternative education and responsibility education — the subject of the next part of this manual.

Responsibility Education

Responsibility education is not a new program of study, but rather a concept that describes a new emphasis on and approach to a traditional goal of kindergarten through grade twelve education: citizenship training. Responsibility education means an effort by educators to develop in each student a sense of responsibility to one's self, family, other students, the school, and the local, national and international communities — in general an awareness of one's duty to other citizens. Although a dose of responsibility education cannot be prescribed like a pill to cure the misbehaving student, a diligent effort to apply the concept and approaches associated with responsibility education should help encourage individual attitudes as well as a general climate — a "positive peer culture" for example — that discourages participation in school and community crime.

Superintendent Joseph M. Cronin has stated that "Education begins, of course, with basic literacy, the basic skills, but it must end with the development of responsible citizenship, people who vote, produce and consume effectively, who know the law, who want to protect the environment, and also want to protect the health and safety not only of themselves, but of other persons, people who will make good and wise choices."

As defined by the State Board of Education, the State Superintendent and the Illinois Office of Education, responsibility education should involve community participation in educational matters, and it includes environmental, consumer, health and safety education, economic literacy and career education. Responsibility education also involves assistance in clarifying personal values and goals, law-based education and community-based education. These three have the most direct relevance to efforts to alleviate the problems of student misbehavior and crime. The outcome of these efforts is people who can better deal with reality, who can identify and develop alternatives, anticipate consequences, and make appropriate choices.

Central to the concept of responsibility education is greater student participation in matters affecting them, notably the rules of the school. According to William Eaton, a professor at Southern Illinois University, Carbondale, "Most of these rules were implemented for reasons of health, safety, or efficiency which might address the issue of responsibility very nicely. By observing these rules the child is apparently becoming more responsible. Unfortunately, most of the time these rules, regulations and procedures are handed down as mandates from on high with little understanding on the part of students as to the why or reason. Valuable opportunities for discussion on the central concepts of responsibility are thus lost."[2]

As a major component of responsibility education, law-related education is a reformation of the high school's traditional civic course. While traditional approaches (textbooks, lectures, class discussion) have their place, more participatory approaches have been associated with law education — class analysis of case studies, mock trials with students playing the roles of attorneys, witnesses, the defendant, the accused, jury and judges, and other role-playing and simulation games. Student interest can be stimulated through case studies involving young people as committers, victims and witnesses of crime in a school setting and elsewhere.[3]

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Other approaches of responsibility education/law education particularly as they relate to student misbehavior and crime include the following:

1. Increased opportunities for experiencing responsibility in the world of work — short-term internships and other types of service by young people to business, hospitals, social service agencies, law enforcement/criminal justice agencies and others with actual credit for off-campus community-based learning.
2. Tours or field trips which provide groups of students and teachers an opportunity to talk with social service and law enforcement/criminal justice people who deal with "youths in trouble."
3. Career education programs which provide young people with a broader understanding of the career options and the pluses and minuses of daily work in the fields of law enforcement, the court system, probations, corrections and social service agencies.
4. The peer teaching method. Students who have had such practical experience in law-related fields can teach other students and write articles about their experiences in school newspapers and other media.
5. The utilization of older youth who have been accused or convicted of crime both in the school and elsewhere (another approach to peer teaching). The basis for this approach is not to glorify past misdeeds; rather, such persons can provide — if properly screened and prepared — a unique perspective of the criminal justice system, from "station adjustment" to juvenile court proceedings; from probation to actual incarceration; from in-school suspension to expulsion. Such persons can more effectively explain how the school and state law enforcement systems work to those who have not experienced them.
6. The creation of a vandalism reduction fund. School district money set aside for repair and replacement due to vandalism not needed to be spent can be turned over to a student group to be spent on projects the students themselves want carried out.
7. The use of subjects of a practical nature — criminal and civil law as it applies to youth, codes of teachers and pupil rights and responsibilities, family and school law, state and federal court cases affecting schools. For example students could be asked to assess a number of crimes by offering what they consider an appropriate penalty for each.[4]
8. The use of community resources in classes and other educational settings and in developing instructional material — such people as lawyers, police officers, juvenile judges, probation officers, alcoholic and drug abuse counselors, prosecutors, social workers and others can talk about their jobs, the possible consequences of acts of crime, and alternatives to violence and vandalism as ways of dealing with problems and frustrations.

At the Leal Elementary School in Urbana a rights and responsibilities document is a basis for instruction by teachers. It is a guide for all kinds of learning in the school and for behavior in and out of the classroom. Parents are involved with teachers and children so that everyone has an understanding of the behavioral expectations of the school community. Children learn about their rights and responsibilities through open-ended discussions and individual conferences.

Among the rights:

I have the right to be safe in this school; this means that no one will hit me, kick me, push me, pinch me, threaten me, hurt me.

I have the right to expect my property to be safe in this school.

I have the right to be helped to learn self-control in this school; this means that no one will silently stand by while I abuse the rights of others or when others abuse my rights.

Corollary responsibilities are:

I have the responsibility to make the school safe by not hitting anyone, kicking anyone, pushing anyone, pinching anyone, threatening anyone, hurting anyone.

I have the responsibility not to steal or destroy the property of others.

I have the responsibility to learn self-control in this school; this means I will strive to exercise my rights without denying the same rights to others and I will expect to be corrected when I do abuse the rights of others as they shall be corrected if my rights are abused.

INVOLVEMENT OF COMMUNITY, PARENTS AND POLICE

Violence and vandalism are not solely, or even chiefly, school problems; they are problems of the community of which the school is one important part. Local resources to alleviate the problem are not found solely in the schools; they are found in a variety of community agencies and groups. Most authorities on the subject of crime prevention and the schools agree on the importance of community- and family-based problem solving and interagency cooperation between educators, juvenile justice personnel, and youth-serving social agencies designed to help youths in trouble.

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Community Education

One approach is community education. Curbing school violence and vandalism may not generally be the major reason for a school district to embark upon community education programs. But it may be a factor in a school district decision to establish or develop further programs that keep schools open, lighted and occupied in the evenings, weekends and the summer as a means of curbing vandalism and other crimes against property. Such programs are in line with the definition of community education as the use of school buildings for a variety of adequately supervised social, cultural, recreational and educational programs for a variety of age groups. Although there may be added costs and difficulties in achieving interagency cooperation, school people should nevertheless consider keeping libraries, gyms and other facilities open late and on weekends to provide youth and others a wholesome way to spend spare time. Another model is the housing in a school building of the offices of social service agencies in order to help coordinate efforts designed to help delinquency-prone youth and their families, e.g., probations, drug abuse counseling and other counseling programs (such as hot lines) of youth-serving agencies, including schools. An added benefit of such programs may be an improved sense of "ownership" by the community (both youths and adults) in the school and a pride in its appearance.

Another approach for the schools is to support the work of community councils or committees and community conferences and workshops that focus on community violence and vandalism and related subjects. Not only could the schools be the sites for meetings, but leadership for the development of such groups could come from educators as part of a philosophy of community education and leadership. Whatever the source of leadership, educators should support such efforts even if administrators do not currently perceive violence and vandalism as a significant school problem. Examples of community-based organizations drawing on a number of community elements are the Zero Vandalism Committee of Arlington Heights, and The Citizens Crime Task Force — Metro East Division, in the East St. Louis area.

Possibilities for involvement in addition to public school students, parents, teachers, administrators, and custodians would be representatives from private schools, associations of local business and property owners (major targets of vandalism), community and social service organizations (such as Youth Service Bureaus), civil rights groups, municipal government officials, churches and religious associations, school advisory councils, PTAs, libraries, the local and regional media, the police, park districts and recreation departments, municipal and county attorneys, judges and others interested in taking an active role in community crime prevention. Additional possibilities for involvement could be experts in child and adolescent psychology, community education, child, juvenile and family law, community sociology and other relevant disciplines, as well as offenders themselves.

These community elements and others have had experience with violence and vandalism and have a contribution to make — assessing the nature, extent and causes of youth misbehavior and delinquency; helping widen perspectives in the search for alternative approaches and solutions; and identifying and publicizing opportunities for interagency collaboration and for referrals as well as identifying gaps in services. Thus schools can learn from, contribute to, and collaborate with these various communtiy groups.

School/Police Relations

Any discussion of the relations between the schools and other agencies on the topic of school violence and vandalism must focus on school/police relations. The extent to which cooperative arrangements exist between local law enforcement agencies and the schools seems to depend upon a number of factors: professional administrators in both school and local government with confidence, breadth of perspective and freedom of operation; a tradition of municipal and county cooperation with the schools; and the attitudes of both educators and students toward municipal and police authorities and vice versa. Other factors include whether the interests of both the school and the police will be served by increased collaboration, the capability of the law enforcement system to respond to the safety needs of the schools, and, of course, the extent of the problem.

The section of this manual on legal recourses outlines the elements of a reporting system of illegal behavior to the police as part of an effort to use the legal system as a deterrent. As reporting of crime to the police is a key link between schools and local law enforcement agencies, it is important for a district to develop or to reassess periodically its policies on reporting to the police as well as its overall relations with the local law enforcement system. The Safe School Study revealed that less than half of known offenses are reported to the police. Most likely to be reported are property offenses — trespassing, breaking and entering, and school theft. On the other hand, only 27% of known property destruction is reported to police. Crimes against individuals tend to have lower levels of reporting than those against property. Reported at rates of less than 30 percent are personal theft, robbery, and attacks. Even when serious violence is involved, e.g., attacks requiring medical treatment, only about one-third of the offenses are reported to the police. According to the Safe School Study, only 4 percent of the relatively common individual fights are reported, while 42

percent of the relatively rare gang fights are reported.

Whether crimes are reported to the police depends upon a number of factors. Factors inhibiting reporting might include: the belief that some offenses are too minor to report, the desire to avoid unfavorable publicity, the preference to rely solely on one's own security and disciplinary system, the desire to avoid possible stigmatizing of youthful offenders, and the fear of retaliation by the offender. Other factors include the feeling that nothing will be done, the lack of cooperation in dealing with student offenders, the difficulty sometimes in distinguishing victims from offenders, uncertainty as to whether a crime has in fact been committed, and the desire to avoid the hassle and delay many associate with the role of a witness. It should be pointed out that some of these same reasons may apply for the failure of teachers and students to report offenses to school administrators.

The program involving the most extensive degree of cooperation between the schools and the police is the use of a police officer in one or more school buildings. Only about five percent of the schools in the nation do this, however. Stationing the police in the school may have security as its major purpose. With the officer's power of investigation and arrest as well as his or her on-the-spot availability, the "cop in the school" can investigate theft, handle disruptions, arrest vandals, search lockers, and advise or train school personnel and neighborhood volunteers on security measures. However, advocates of police school liaison programs emphasize the educational and counseling aspects of such programs. The police officer can provide an important educational resource by making presentations to classes on the rights and liabilities of youth and adults, on the workings of the criminal justice system, on methods of crime control and prevention, and the rights and recourses for students as victims and witnesses of crime. As a counselor, the police officer can work with delinquency-prone students and others who are willing to bring problems to him or her. Thus, the police liaison officer has to be someone who can develop rapport with students, someone whom students can trust — at the same time picking up information which may help the school prevent crime, or identify, help, or discipline offenders or potential offenders.

There is no set format for such programs. Funding arrangements vary; the police officer may or may not be armed, may or may not be from the juvenile division. The Decatur schools have used for a number of years four full-time police school liaison officers — one for each high school and its feeder schools. The overall purpose of the program is to improve the relations between the police and the youth of the community and to alleviate and prevent crime in the schools. Those involved with the program think that it has been successful.

One way in which schools may find local law enforcement agencies to be of specific help is by drawing on their technical knowledge of crime prevention and security measures. Most larger counties and cities have crime prevention bureaus. They have pamphlets about preventive measures, can make presentations, and can inspect school property and recommend ways to make it more secure against property crime. On the other hand, school people as individuals can provide assistance to the law enforcement/criminal justice system by getting involved as volunteers (e.g. in witness and victim assistance programs), as "citizen" representatives on advisory boards, and in other ways.

Parental Involvement

Almost all commentators cite parents as very important sources of youthful attitudes and behavior. Many commentators on the subject of the rapid escalation of juvenile crime in the community and the school since the 1950s point to a decline in the family as a source of discipline, attention and affection due in part to increased family instability and divorce and households headed by one parent. There is some evidence for this explanation in the Safe School Study. Among the factors found to be associated with school offenses was that schools having higher proportions of students from families in which both parents are present, and in which discipline is firm, suffer less property loss through vandalism.

There is widespread support for the idea of schools offering classes for parents on dealing with their children's problems — including those with origins in the home that may be manifested in school and community violence and vandalism.

The Rev. Jesse Jackson of Operation PUSH believes that parental support and involvement are vital in shaping positive attitudes of children and adolescents toward schooling (e.g. his efforts to get parents to promise to see that their children turn off the television and radio and study for several hours a day). It should be pointed out, however, that educators often report great difficulties in getting the involvement of parents who themselves or whose children are most in need of help.

Like some other school programs recommended in this task force report, the primary reason for establishing or developing parental involvement programs is usually not to curb school vandalism and disruptions. Such programs established mainly for other reasons, however, may be shaped in directions so that they also focus on curtailing school violence and vandalism through parental awareness, support, and action.

LEGAL ALTERNATIVES

Knowledge of the laws defining criminal offenses is essential in districts wanting to use legal processes as one means that may help deter school violence and vandalism and that may in addition mitigate the financial burden imposed by them. Also, greater awareness by parents, students and others of these laws may help lessen the number of occurrences to the extent that criminal behavior stems from insufficient knowledge of the possible consequences of certain kinds of behavior.

As an example of a criminal offense, the following is a brief discussion of criminal trespass. According to the *Criminal Code*, prior notice either orally or by means of a written notice conspicuously posted must be given before the commission of an offense can be found to have occurred. The notice should be specific and should read along the lines of the following:

> No person other than students, parents of students, or members of the school staff may enter on this land, or into this building, unless proper authorization from the superintendent or principal has been obtained.

Criminal trespass is also defined as remaining upon the land of another after receiving notice from the owner or occupant to depart. A reasonable opportunity to leave the premises must be given after the notice to depart.

Reporting Forms

Districts may want to consider implementing the use of detailed and uniform reporting forms for incidences of school violence and vandalism, particularly if the district intends to use legal processes. Although there are two distinct purposes for using reporting forms — to gather information for planning preventive programs and deterrence measures, and to provide information to authorities to take action against an offender — a form essentially designed for the latter purpose can also be used for the former purpose.

The following are examples of the kind of data in a reporting form containing three parts. The first part should be completed by a school administrator or teacher who either witnessed the act, or was called to the place of the incident. Basic information for this part includes:

- —name and address, school status and age of offender
- —father's and mother's name and address
- —complainant's name, address and school status
- —date, time and place of offense
- —name, address and school status of witnesses

A second part would include the following additional information and should be filled out by an administrator whenever possible, particularly when injury to a teacher or other employee is involved. Where an incident involves injury to a student and occurs under the supervision of a teacher or other employee, the supervising teacher or employee can complete the second part of the report. The first and second parts should be completed as close to the place and time of the incident as possible so that the identity of witnesses can be correctly ascertained.

- —Nature of the criminal/civil offense committed — against property, against persons; if theft, who is the owner?
- —What person or property was injured?
- —Extent of the injury to person or property.
- —Exactly where was the person or property when the injury occurred?
- —What events led up to the injury to person or property?
- —If police were called — officer's name, department, date and time called.
- —Other important information in the case.
- —Whether offender was referred for disciplinary action.
- —Description of action — legal, school discipline, counseling.

The third part of this suggested reporting form is the "witness interview statement." In more serious cases as many "witness interview statements" as can be obtained should be obtained. However, the interviews need not be completed 'on the scene," but at the earliest convenience of the interviewee and interviewer, who should be a school administrator or police officer.

All forms should be filed with the principal, who must ultimately be responsible for referring the case to the State's Attorney for criminal prosecution, or to the district superintendent for civil action.

There are several major advantages of regularly using these forms. First, the district will be able to ascertain the nature of its losses, and will be able to determine in what circumstances the offenses are most likely to occur (i.e., where, what time, and with which types or ages of students) and therefore better direct its prevention programs. Second, the district will be able to measure the effectiveness of its own anti-vandalism and anti-violence programs, including whether efforts to utilize the legal processes are worth further pursuing.

The foregoing description of a suggested reporting system is necessarily brief for those unfamiliar with the requirements of legal processes, criminal or civil. Thus, workshops would be the desirable forum for a greater explanation and an opportunity to discuss how a district may adapt such a proposed system to its particular organization and administration.

The Parental Responsibility Law and Local Ordinances

This statute, Chapter 70, *Illinois Revised Statutes,* Section 51-57, provides a civil remedy to school districts, teachers and students who suffer property damage or physical injury because of willful or malicious acts of minors. It differs from the common law of torts to the extent that a parent does not have to be proved guilty of a negligent or willful act in failing to restrain his or her child in order to be held financially responsible for the damage caused by the willful or malicious act of the child.

The limitations of this remedy are as follows:

1. Recovery is limited to $500, plus court costs, for each occurrence resulting in injury. (Amendments which would have increased the amount to $1000 or $2000 were defeated in recent sessions of the legislature).
2. Recovery for personal injury is limited to actual medical, dental and/or hospital expenses.
3. Attorneys' fees are not included in collectible court costs.

However, suing under this statute would not limit any right of action (civil or criminal) directly against the minor, or any civil action against the parents on a common law basis (e.g. negligence). One major advantage of pursuing civil suits predicated on the parental responsibility law is that the proceedings are not required to be private, as in Juvenile Court proceedings. Hence, in addition to any actual recovery obtained, the district may benefit from publicity for deterrence purposes. Although there is a limit of $500 per occurrence, per minor, if extensive damage were caused by several students, the district could sue the parents of each child involved for the maximum allowed.

If a district decides to use the approach of the *Parental Responsibility Law,* it is recommended that the district publicize widely its intention to have this statute enforced. When a decision to take legal action in a particular case is announced, presumably some restitution can be obtained by preliminary letters to the parents without the necessity of actually filing the lawsuit.

Many municipalities have enacted, or should consider enacting, local ordinances which impose fines for damage to public property, and for parental responsibility for the acts of their children. The village of Deerfield is one of a number of Chicago suburban municipalities that has enacted such an ordinance. It is patterned after the *Parental Responsibility Law,* and Deerfield has successfully enforced it with the cooperation of the local police department and the municipal attorney. The village reported a 39% decline in vandalism from 1975 to 1976. Also, the city of Chicago in early 1978 enacted a similar ordinance.

The advantage of such ordinances is that they can be locally enforced by the city attorney and probably with greater speed and chance of success that at the county level. Due to a heavy workload and a limited staff, a State's Attorney may resist taking from the school all but the most serious cases. School people may want to explore with judges and the State's Attorney their mutual roles and responsibilities. It should be pointed out that while principals generally feel that they receive adequate support from central administrators, the school board, the police and parents in handling discipline problems, they give the courts very low ratings in this regard, according to the Safe School Study.

Juvenile Court Proceedings and Restitution

Although the *Juvenile Court Act, Illinois Revised Statutes,* Chapter 37, Section 701-1 *et seq.* greatly limits the prosecution of minors under the criminal laws of Illinois, a minor who has violated or attempted to violate any federal or state law or municipal ordinance can be adjudicated a delinquent minor. The disposition after such an adjudication can be anything from commitment to the Illinois Department of Corrections, Juvenile Division, to probation conditioned upon the minor making restitution.

Following is a listing of criminal offenses associated with violence and vandalism: (The Section references are to the *Criminal Code, Illinois Revised Statutes,* Chapter 38.)

1.	Sec. 12-1, 12-3	Assault and Battery (Misdemeanor)
2.	Sec. 12-2, 12-4	Aggravated Assault, Aggravated Battery (Felony)
3.	Sec. 12-15	Reckless Conduct (Misdemeanor)
4.	Sec. 16-1	Theft
5.	Sec. 18-1	Robbery
6.	Sec. 19-1	Burglary
7.	Sec. 21-1	Criminal Damage to Property
8.	Sec. 21-1.1	Criminal Damage of Fire Fighting Apparatus, Hydrants or Equipment
9.	Sec. 21-3	Criminal Trespass to Land
10.	Sec. 21-5	Criminal Trespass to State Supported Land
11.	Sec. 21-4	Criminal Damage to State Supported Property

Although criminal prosecutions (as an adult) of minors under 17 years of age (at the time of the offense) are technicallly limited, a minor 13 years of age or over can be prosecuted as an adult upon the motion of the State's Attorney or Juvenile Judge designated to hear the case. If a district's overall policy is to hold minors legally responsible for their acts of violence and vandalism, a school district needs to work with the State's Attorney to obtain prosecution for criminal offenses. A district would then regularly refer such cases to the State's Attorney along with complete and accurate reports of the offense, together with a

statement of the financial loss to the district. Such losses would include property damage, loss of staff time (e.g. due to injury), and/or administrative costs (filling out reports, witness interviews, etc.).

Where probation and restitution are agreed upon or otherwise ordered, the minor will have no criminal record. The district can request prosecutions (as an adult) where restitution is refused. Where conviction as an adult is obtained, the minor begins a criminal record.

Restitution as used in this manual connotes both the traditional and nontraditional definitions. Where minors have been ordered to "make restitution," many innovations have been found. In addition to or in lieu of the money damages occasioned by an act of vandalism, a minor can be ordered to clean up or repaint property which he/she defaced. Also, if the minor has no money, a work agreement with the district or municipality can be created. Often, the more innovative the means of restitution is, the more educational the "punishment" is!

DESIGN AND SECURITY MEASURES

Successful design and security measures are those that reduce opportunities for harm to persons or property and increase the chances that offenders or potential offenders will be deterred or caught. Because the causes of violence and vandalism are often hard to pinpoint and to some extent are beyond the direct control of the schools, many efforts by school personnel are intended to reduce damage or the frequency of occurrence of violence, disruption and/or vandalism rather than to remediate the underlying causes through long-term preventive programs.

Over the last decade numerous publications have appeared on the subject of measures that school districts can take to reduce property damage and create a safer environment. However, it is not the purpose of this section to present a technical discussion of any physical design or security measure or to recommend the use of any in particular, if for no other reason than the considerable differences of opinion regarding effectiveness.

In developing its own design and security measures, a district should review the variety of approaches that have been used,[3] but should also analyze the what's, when's, where's and why's of its own situation and tailor its measures to its particular problems. Districts will find that the cost of certain design and security measures is likely to be as much as or more than the cost of the vandalism they are designed to curtail. Thus, certain approaches in certain schools simply are not cost effective. Others may be considered too suggestive of an "armed camp," certainly not appropriate to the purposes and values of education. Still, districts have an obligation to protect people and property even as they work to develop educational and student and community involvement programs designed to help alleviate the need for "target hardening."

Security Measures

Both the Indiana and the national safe school studies surveyed schools regarding the use of security devices. The following list of ten devices is categorized by frequency of use in junior and senior high schools across the country.

Over 65 percent
- —security vault or safe

25 to 50 percent
- —unbreakable glass or plastic windows
- —deadbolt locks on outside doors

10 to 25 percent
- —electronic intrusion detection system (such as motion, sound or infrared heat detectors)
- —security screens on ground-level windows
- —automatic communication link with police in case of break-in

1 to 10 percent
- —intrusion alarms on outside doors
- —portable emergency signaling devices (such as wrist or pocket alarms)
- —intrusion alarms on ground-level windows

Less than 1 percent
- —closed circuit T.V. monitors

Other frequently used devices described in the literature on security hardware are outdoor night lighting, locks on equipment and supplies, indoor night lighting, building section gates and fencing. According to one survey, all these devices are rated as only average in effectiveness by the majority of users.[4]

Regarding the use of personnel for security purposes, the Safe School Study found that by far the most frequently used category of people on school days and at athletic and social functions is school administrators and teachers specifically assigned responsibility for security and discipline. Only about 25 percent of the schools surveyed did not use administrators or teachers for security purposes. The next most frequently used category is janitors (used by more schools on school days than on weekends or holidays). Next are police on regular patrol outside the school (used by more schools on weekends and holidays than on school days); security guards employed by the school (used by 15% of the schools nationally); and students as monitors. Used by less than five percent of the schools are police stationed in schools or parents as monitors or security guards.

According to the Safe School Study, principals who have employed security personnel, such as school security officers and police, rank them fairly high in reducing school crime. They tend to rate them as more dependable (or less undependable) than the electronic security systems.

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Some school districts have instituted work plans which call for custodial staff to be on duty working in the school buildings around the clock during the week and most of the weekend. In a few places school districts have arranged for persons to live on school sites in mobile homes — thus providing observers in close proximity to the schools. A strategy which has been used in a few places is to enlist the aid of families in the vicinity of the school as neighborhood school watchers — their role being to report any suspicious activity they might observe on school property to police or district security staff.

Other approaches are having students show I.D. cards to authorized personnel when requested, requiring visitors to check in at the office, and requiring students to carry hall passes if out of class.

Design Techniques

Attention to design factors of the school property especially during new construction and/or remodeling of older facilities can reduce the likelihood of damage due to vandalism. The use of epoxy paint and harder materials for wall surfaces in high-use areas has been found to be effective. Placement of hardware can affect its vulnerability to damage. On the exterior of the building unneeded hardware within reach can be removed (e.g. letters in the school name may be tempting targets when at eye level). Elimination of exterior building hardware which could serve as a foothold for scaling exterior walls helps limit access to the building roof.

There are a number of ways to lessen glass breakage. Unnecessary windows can be removed; large windows can be reduced in size; and glass can be replaced with more break-resistant materials. These changes will not only reduce glass breakage loss, but will decrease the vulnerability of windows as entry points.

Other design factors can create an atmosphere conducive to violent and aggressive behavior. Isolated areas near stairways or infrequently used exits or entrances may provide the setting for violen behavior. Narrow, crowded corridors heavily loaded with traffic may present opportunities for random pushing, shoving, and hitting incidents to build in intensity and magnitude. While these situations may be attributed to building design, which in an existing structure may be difficult to modify, use of hall monitors and revision of scheduling or traffic flow patterns may significantly reduce the likelihood that building design contributes to violent and aggressive behavior.

Design matters in the broadest sense involve school and classroom size. Some experts maintain that building size has a significant relationship to the degree of violence behavior. It is argued that in the larger setting, students lose their identity as special persons in whom the school is interested and concerned, and the result is an increase in antisocial behavior.

The Safe School Study provides some support for this contention. According to the study, "larger schools, and schools with larger classes, tend to experience more violence and vandalism. It seems that when teachers and administrators can establish personal relationships with students, the risk of violence decreases."

"SUGGESTIONS AND INITIATIVES" FROM THE UNITED STATES SUBCOMMITTEE TO INVESTIGATE JUVENILE DELINQUENCY[4]

Because of the comprehensive investigation conducted by the Senate Subcommittee and the considerable attention given by it to educationally oriented means to try to lessen the problem of school violence and vandalism, the following is a reprinting of the concluding sections of the Subcommittee report summarizing the various recommendations directed to local communities. According to the report,

> . . . It must be stressed that this "check list" should not be viewed as an instruction manual to be stringently followed in every situation. Moreover, a number of these recommendations are obviously already in effect in a large number of schools. The suggestions contained here should be evaluated in the light of the particular problems and conditions of a community and applied, modified or rejected accordingly. The subcommittee intention is to provide some initiative and discretion to stimulate a simple yet vital ingredient in the effort to reduce school crime problems — the involvement of all elements of the educational community.

Recommendations for Individual Schools, Principals, Teachers, Students and Parents

—Principals should establish uniform and clear disciplinary practices to insure that all teachers and students know and understand school rules and the procedures for enforcing them.

—Principals could form a committee of students, teachers, parents and administrators to draw up a proposed written code of rights and responsibilities which in turn can be submitted to the school community for adoption.

—An antitruancy committee consisting of a parent, a counselor, and a student could be formed to visit the homes of truants and potential dropouts and encourage them to return to school.

—Teachers and principals could hold discussions with student groups on violence, vandalism and related problems in the schools. Students should be encouraged to provide suggestions to alleviate the problems.

—Principals could visit the homes of people who live in the neighborhood and request their help in keeping watch on the school building when it is not occupied.

—Custodians could conduct a complete tour of the school facility for new students each year in order to make it a more familiar and welcome place.

—School officials should meet with police officials to reach a clear understanding concerning the circumstances in which police will be called on school grounds and how such an operation will be handled.

—Principals and teachers might telephone parents with news of good grades or some other accomplishment on the part of their children. Some parents complain that the only time they hear from the school is when their children are in trouble.

—A Student Advisory Committee could be formed to help reduce violence and vandalism by enlisting student support and assistance.

—An overall school safety committee could be formed made up of student custodians, teachers and parents to present suggestions to the principal on methods of controlling problems.

—Alternatives to suspension for non serious offenses such as behavior contracts or cool off rooms could be instituted.

—Parents could be encouraged to provide active assistance to principals and teachers during the day.

—Custodians should keep extra materials available to effect rapid repairs and avoid the epidemic effect of vandalism.

—Principals should develop clear understanding with both the Superintendent's Office and the individual School Security Officer as to their respective responsibilities and authority.

—School officials should seek out isolated areas of the school where problems are likely to occur and close them off or provide for increased supervision or activity at critical times.

—School officials should meet with teachers to insure that they understand school policy in critical situations such as a fight in a classroom or a crowded hall.

—Peer group counseling groups could be formed.

—Telephone campaigns could be initiated to encourage parents to attend PTA meetings.

—The school could establish a vandalism reduction fund.

—Students and teachers should be encouraged to promptly report intruders on school grounds.

—Principals might contact the local police department to set up a police-liaison program.

—A counseling program might be initiated to provide assistance to students or teachers who have been the victims of assaults.

Recommendations for School Boards and Superintendents

—Establish optional alternative programs and in-school suspension programs.

—Avoid future construction of large school buildings in favor of smaller more personal facilities.

—Institute architectural adjustments of already existing structures.

—Establish schools within school experimental programs in existing large structures.

—Establish districtwide police-school liaison programs.

—Integrate several "action oriented" courses into the regular school curriculum.

—Institute a districtwide uniform reporting system on vandalism and violent incidents. Encourage principals, teachers and students to accurately report such incidents.

—Institute on-site mobile home trailers at schools with increasing vandalism problems.

—Study the feasibility of installing appropriate security devices at schools with particular needs.

—Insure that school security personnel are properly qualified and educationally oriented.

—Establish close liaison between superintendent and police and draw up districtwide guidelines and contingency plans for calling police into schools.

—Institute community education programs for district schools.

—Hold a series of districtwide meetings involving students, parents, teachers and administrators to explore solutions to a variety of problems underlying violence and vandalism such as drug abuse, disciplinary procedures and suspension practices.

—Whenever possible reduce class size to provide for more individual instruction.

—Institute districtwide meetings of students, teachers, parents and administrators with a view toward drawing up a code of rights and responsibilities.

—Instruct the school board attorney to prepare a manual for principals and teachers explaining important Federal and State Supreme Court cases affecting schools.

—Study the feasibility of instituting 24 hour custodian services at district schools.

—Institute support services and policies for school personnel and students who have been the victims of assaults.

1. **Challenge for the Third Century: Education in a Safe Environment — Final Report on the Nature and Prevention of School Violence and Vandalism,** Report of the United States Senate Subcommittee to Investigate Juvenile Delinquency (Senator Birch Bayh, Chairman), United States Government Printing Office, Washington, D.C., February, 1977. See pages 49-57 of this report.

2. **Responsibility Education: Today and Tomorrow,** based on a workshop sponsored by the Illinois Office of Education, the Educational Council of 100, Inc., and the College of Education, Southern Illinois University, Carbondale, 1977, page 7.

3. **Governor's Task Force Report: Education for Law and Justice,** printed by Illinois State Board of Education, April, 1976, page 8-9.

4. For example, see **Strategies for Teaching Rights and Responsibilities,** Constitutional Rights Foundation/Chicago Chapter, 1977.

5. A recent and extensive effort to catalog measures and to present cases of programs deemed to have been successful is **Violence and Vandalism: Current Trends in School Policies and Programs,** National School Public Relations Association. Another good resource on approaches to reduce vandalism is **Stopping School Property Damage** by John Zeisel. Both are briefly described in the resources chapter of this manual.

6. Dale E. Kaiser, "Small School Districts: School Vandalism in the United States." Association of School Business Officials, **Annual Proceedings,** Boston, 1976.

7. "Violent Schools — Safe Schools: The Safe School Study Report to the Congress. Executive Summary." National Institute of Education, Washington, D.C., December, 1977, page 8.

8. **Challenge for the Third Century: Education in a Safe Environment — Final Report on the Nature and Prevention of School Violence and Vandalism,** Subcommittee to Investigate Juvenile Delinquency, United States Senate Committee on the Judiciary, United States Government Printing Office, Washington, D.C., February, 1977, pages 89-91. For a summary of the content of this report, see resources chapter in this manual.

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CHAPTER TWO

Major Resources for Planning and Programs

SOME FEDERAL AND ILLINOIS PROGRAMS AND PUBLICATIONS*

Violent Schools — Safe Schools: The Safe School Study Report to Congress, Volume I, National Institute of Education, U.S. Department of Health, Education and Welfare, United States Government Printing Office, Washington, D.C. 20402, January, 1978.

Also available, in addition to this 250 page report, is an Executive Summary, dated December, 1977. Responding to the lack of systematically gathered data to describe the nature and extent of school crime and its cost to the nation, Congress passed in 1974 the Safe School Study Act. The study, conducted by the National Institute of Education, is the principal source of information on the subject, and it provides base-line data for future studies. There were three phases. The first was a mail survey to more than 4,000 elementary and secondary school principals to report in detail on the incidents of illegal or disruptive activities in their schools. The second phase was an on-site survey of a nationally-representative sample of 642 junior and senior high schools.

To supplement information supplied by principals, students and teachers were surveyed and asked to report any experience they might have had as victims of crime in a reporting month. In addition, they provided information about themselves, their schools and communities, which was used in statistical analyses to sort out some of the factors that seemed to affect school crime rates. The third phase was case studies of ten schools that had a history of problems with crime and disruption.

Challenge for the Third Century: Education in a Safe Environment — Final Report on the Nature and Prevention of School Violence and Vandalism, Report of the Subcommittee to Investigate Juvenile Delinquency, (Senator Birch Bayh, Chairman), United States Senate Committee on the Judiciary, U.S. Government Printing Office, Washington, D.C. 20402, February, 1977. ($1.25 per copy — Document Number 052-070-03920-5)

This report is the result of investigations in the middle 1970's into school crime by the Subcommittee to Investigate Juvenile Delinquency. It deals with some of the factors under school control that influence the problem, including intruders, disciplinary and suspension policies, learning disabilities, truancy and school size. In addition the report sets forth various strategies and models which the committee found to be helpful in reducing and preventing school crime. The emphasis is on educationally-oriented approaches that make good security sense. The section of the subcommittee report summarizing the suggestion for local implementation is reprinted in this manual at the end of Chapter I. This report has an extensive bibliography.

Planning Assistance Programs to Reduce School Violence and Disruption, Law Enforcement Assistance Administration, Washington, D.C., 1976.

A LEAA-sponsored project by Research for Better Schools, Inc., the purpose was to recommend a course of action for the LEAA to provide support for reducing school violence. This report provides information on the nature of violence in the schools, on efforts to solve the problem and on the kinds of help schools need to cope with the problem. The report concluded that schools do not have adequate information, skills or resources to identify the sources of their own problems or to implement approaches designed to reduce effectively those problems.

The Nature, Extent and Cost of Violence and Vandalism in Our Nation's Schools and *School Violence and Vandalism: Models and Strategies for Change,* Subcommittee to Investigate Juvenile Delinquency, United States Senate Committee on

the Judiciary, U.S. Government Printing Office, Washington, D.C. 20402.

These two volumes contain the testimony from 1975 hearings on school violence and vandalism as well as a great variety of supplemental statements and information presented by many districts, associations and individuals. Tending to focus on the larger cities and counties, the first volume has 600 pages ($4.95 per copy — document number 052-070-03484-0). The second contains a number of monographs ranging from student rights and educational alternatives to security measures (1075 pages, $9.95 per copy — document number 052-070-03470-0). Following are five major publications reprinted in this subcommittee volume by groups particularly concerned with the topic.

Violence in Our Schools: What to Know About It; What to Do About It, The National Committee for Citizens in Education.

Security in the Schools: Tips for Guarding the Safety of Teachers and Students, United Federation of Teachers.

A Resource Manual for Reducing Conflict and Violence in California Schools, California School Boards Association.

The Problem of School Security, Institute for Development of Educational Activities.

Youth and the Administration of Justice: A Model Educational Program on Law and Citizenship for Schools. Constitutional Rights Foundation.

Youth and Society in Illinois Reports, Institute for Juvenile Research, Illinois Department of Mental Health and Developmental Disabilities.

The Institute has issued several reports dealing with adolescent crime and misbehavior, including several on school violence and vandalism which deal with the causes. The major research projects at the Institute were surveys between 1971 and 1974 of a randomly-selected group of 14- to 18-year olds in Illinois regarding, among other matters, their attitudes toward school and the police and their acts of misbehavior and crime. The results of the survey are classified into six major categories (impropriety, alcohol use, drug use, theft, automobile violations, and violence), and correlated with various demographic categories (age, race, gender, social class and size of community of residence). Several questions specifically deal with the schools, but most do not ask the respondent to indicate the locale of his or her action. The Institute in 1977-78 is continuing to do research on the topic of youthful school and community crime.

"Drugs, Violence and Vandalism in Illinois Schools: A Report on Four Public Hearings and Related Investigation," Office of the Superintendent of Public Instruction, Springfield, 1974.

The United States Office of Education/Law Enforcement Assistance Administration Training Center, School Team Approach for Preventing and Reducing Crime and Disruptive Behavior in Schools

Participating schools put together a team for intensive training to develop skills and strategies aimed at preventing and reducing the incidences of school crime and disruption. In addition, the staff of the Office of Education Regional Training Center provides follow-up technical assistance to the team as it begins to develop preventive programs at its school. The seven-member team is made up of an administrator, teacher, counselor, school security officer or disciplinarian, a representative of the local juvenile justice system, one community representative and one student or other young person. Training and technical assistance topics include the following: (1) learning how each team member can make a positive contribution to alleviating the problem; (2) a basic understanding of violence and disruptive behavior in schools; and (3) skills in assessing local problems, identifying community resources to help alleviate the problems, and involving diverse groups representing the school and community. Finally, the teams will receive assistance in developing and implementing a plan appropriate to the particular school using various means such as peer counseling; conferences between school officials, parents and probation officers; alternative education for disruptive students; more student involvement in decisions about handling offenders and discipline codes; and training teachers and students in problem solving, communications, conflict management and intercultural relations. LEAA currently has a contract with the Social Action Research Center in California to evaluate the effectiveness of these efforts. Eligible schools are those serving grades 6-12 that have a history of school crime or other disruptive behavior and are in a metropolitan area over 100,000 people.

For further information:

United States Office of Education
Region V Training Center
Two North Riverside Plaza — 14th Floor
Chicago, Illinois 60606

Programs Funded Through the Juvenile Justice and Delinquency Prevention Act of 1974 as Amended in 1977

Congress assigned responsibility for administering the Act to the Law Enforcement Assistance Administration (LEAA), part of the U.S. Department of Justice. There is strong emphasis in the law on promoting alternatives -- alternatives to involving juveniles in the criminal justice system as well as educational alternatives.

Most LEAA funds are provided directly in the form of block (or formula) grants to State Planning Agencies, which plan for the expenditure of funds

to various agencies. In Illinois the SPA is called the Illinois Law Enforcement Commission, whose members are appointed by the Governor. The ILEC has an advisory council which reviews juvenile justice and delinquency prevention grant applications. At least one member of the council is to have special experience and competence in addressing the problems of school violence and vandalism.

In addition, there are 19 ILEC-sponsored regional planning units throughout the state at the county or multi-county level. They may be able to provide technical assistance to schools, and each has a directory of agencies serving youth in its region. A directory for the whole state, *Illinois Youth Service Directory* (1977) is available from the ILEC.

Some LEAA funds are granted by LEAA directly to public and private non-profit agencies, organizations, and individuals to foster certain promising approaches. Among the uses of these funds are "to develop and implement model programs and methods to keep students in elementary and secondary schools and to prevent unwarranted and arbitrary suspensions and expulsions." Special emphasis money has been used to fund programs to reduce crime in schools and the 1977 Amendments specifically authorize grants "to encourage new approaches and techniques with respect to the prevention of school violence and vandalism."

For further information:

Office of Juvenile Justice and
Delinquency Prevention
Law Enforcement Assistance Administration
U.S. Department of Justice
633 Indiana Avenue N.W.
Washington, D.C. 20531

Juvenile Justice Division
Illinois Law Enforcement Commission
120 South Riverside Plaza
Chicago, Illinois 60606

Illinois Commission on Delinquency Prevention

Established by the General Assembly in 1976, the purpose of the Commission is to assist local communities in the development of programs for the prevention and control of delinquency and the rehabilitation of delinquents through community-based measures. The Commission provides consultative services or grants to schools, police, courts, and other youth-serving agencies, as well as providing assistance in organizing action programs, and locating and pooling resources and supportive services.

For further information:

Illinois Commission on Delinquency
Prevention
160 North LaSalle Street — 4th Floor
Chicago, Illinois 60601

Illinois Commission on Education for Law and Justice

Established by a 1976 Executive Order of the Governor, the Commission is an outgrowth of the Illinois Governor's Task Force on Education for Law and Justice, which met in 1975-76 and which prepared a report distributed in the spring of 1976. The Commission is responsible for promoting educational programs on law and citizenship, enabling young people to understand law as the foundation of American society.

For further information:

Dr. Gene Miller, Chairperson
College of Education
Western Illinois University
Macomb, Illinois 61455

OTHER SOURCES OF INFORMATION

School Crime Prevention Notebook

A new monthly publication by Capitol Publications, Inc., it is a "how to" newsletter for school administrators to serve as a guide in preventing and reducing the impact of school violence and vandalism. Each newsletter has sections on legal matters, local district policy issues, student involvement, a section focusing on a particular crime (e.g., assault, fires, trespassing), and one on federal programs (e.g., funding sources). Capitol Publications also has workshops on school security in various cities, including Chicago.

For further information:

Capitol Publication, Inc.
Suite G-12
2430 Pennsylvania Avenue, N.W.
Washington, D.C. 20037

Violence and Vandalism: Current Trends in School Policies and Programs, National School Public Relations Association, Arlington, Virginia, 1975.

A publication dealing with all aspects of the problem of school crime, it provides a number of case studies of successful approaches to dealing with the problem from a variety of districts. It also summarizes a number of interviews with knowledgeable educators and security people. Chapter topics include causes; big city schools; coping with vandalism; coping with violence; the key role of the principal; involving students and the community; the school security force; and the role of the police in the schools.

"Violence and Vandalism: A Costly and Elusive Problem," *Hoosier Schoolmaster of the Seventies,* Indiana Department of Public Instruction, Spring, 1977.

This publication contains a general discussion of the problem; sections on the role of counseling, law enforcement liaison officers, security measures, school discipline and the law, and diminishing property damage by proper planning; and a summary of the initiatives taken at the state level, notably the creation in 1973 of a Crisis Prevention Division in the Department of Public Instruction. The Department provides consultants to advise local districts on the topics listed above.

Indiana Safe School Study, prepared for the Indiana Department of Public Instruction by the Research Triangle Institute, Research Triangle Park, North Carolina, 1977.

The Indiana Safe School Study was done in conjunction with the national Safe School Study. The purpose of the Indiana study is to compare crime in Indiana's schools to that of the nation and to describe the perceptions of the school crime problem and methods of controlling it by a statewide survey of Indiana principals. The national study's random sampling was enlarged to provide results of sufficient precision for a separate study for Indiana.

Stopping School Property Damage: Design and Administrative Guidelines to Reduce School Vandalism, John Zeisel, American Association of School Administrators and Educational Facilities Laboratories, Arlington, Virginia, 1976.

This volume is a major study about how the design of school buildings can encourage or inhibit vandalism. A number of optional design responses are outlined for various types and locations of property damage such as roof tops, formal rough play places, informal rough play places, entries, graffiti, fixtures and hardware, windows and more.

It also contains discussions on such programs as school watchers, 24-hour custodial staff, live-in custodians, mobile home sites on school property, security officers, restitution, student vandalism reduction accounts and pride and awareness projects.

Responsibility Education: Today and Tomorrow, College of Education, Southern Illinois University at Carbondale, Educational Council of 100, Inc., and the Illinois Office of Education, 1977.

This volume is a series of articles on the various aspects of responsibility education under the following headings: The Fourth R — Responsibility Education, Responsibility Education and the Hidden Curriculum, Personal Decision-making and Moral Education, Responsibility Education — The First R, Educating for Personal Ethics and The World of Work, A Focus on Global Education, and Incorporating Responsibility Education Content into the School Curriculum.

"The Problems of Discipline and Violence in American Education," *Phi Delta Kappan,* Special Issue, January, 1978.

The Special Issue contains several general articles on violence and vandalism as well as articles on the more general topic of discipline. A number of authors deal with the general causes of school discipline and disruption problems.

"Cook County School Districts Vandalism Survey and Report," Cook County Educational Service Region, 1974, 1977.

A Report on Conflict and Violence in California's High Schools, State Department of Education, 1974.

"Experts Answer Security Questions: Good Answers to Tough Questions," *American School and Universities,* December, 1975.

Final Report of the Ad Hoc Committee to Study School Vandalism, New Jersey School Board Association, Trenton, New Jersey, 1976.

1975 School Security Survey, School Product News, Industrial Publishing Company, Cleveland, Ohio, 1976.

School Vandalism in the United States, Cherié McCrosky, unpublished doctoral dissertation, Southern Illinois University-Carbondale, August, 1978.

"Security Against Vandalism: It Takes Facts, Feelings, and Facilities," Susan Weeks, *American School and University,* March, 1976.

"Small School Districts: School Vandalism in the United States," Dale E. Kaiser, *Annual Proceedings,* Association of School Business Officials, Boston, 1976.

"The Battered Teacher," Alfred M. Block, M.D., *Today's Education,* March-April, 1977, pp. 58-62.

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* The number of articles on the subject is voluminous; the publications cited in this section of the task force manual are those used by task force members and staff in the developing and writing of **Toward Safer Schools in Illinois.**

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